

# **Days 1 & 2: Introduction to the SREB Literacy Design Collaborative**

# **Participant Notebook**

Pause to Consider: How is LDC Different?

|  |  |
| --- | --- |
| **Common Instructional Challenges:** | **Instructional Practices we want to See:** |
|  |  |

Give it a Try

# **Template Task 2**

## [Insert question ]

## After reading (literature or informational texts), write an (essay or substitute) that addresses the question and support your position with evidence from the text(s).

## L2 Be sure to acknowledge competing views.

## L3 Give examples from past or current events or issues to illustrate and clarify your position.

## ***LDC Guide for Teachers,* AppendixC**

Tasks

Why Tasks?

“What determines what students know and are able to do is not what the curriculum says they are supposed to do, or even what the teacher thinks he or she is asking students to do. What predicts performance is *what students are actually doing.*”

## —City, Elmore, Fiarman and Teitel, *Instructional Rounds in Education*

Template Tasks

LDC template tasks are “shells” of assignments that ask students to read, write and think about important academic content in science, social studies, English or another subject. Teachers fill in those shells, deciding the texts students will read, the writing students will produce and the content students will engage.

Template tasks come with rubrics for scoring students’ work and specifications of the CCSS that the resulting tasks will address. Some template tasks provide optional additions to the basic assignment, allowing teachers an additional way to vary the level of work students will create.

# Template Task 2

## [Insert question] After reading \_\_\_\_\_ (literature or informational texts), write an \_\_\_\_\_\_\_\_\_(essay or substitute) that addresses the question and support your position with evidence from the text(s). **L2** Be sure to acknowledge competing views. **L3** Give examples from past or current events or issues to illustrate and clarify your position.

## *LDC Guide for Teachers*, Appendix C

Teaching Tasks

Teachers fill in the template task to create a teaching task, meaning a major student assignment to be completed over two to four weeks. The content can be science, history, language arts or another subject.

Teachers fill in the prompt, including:

* the content of the task.
* texts to read.
* text students will write.
* the L2 and L3 options if desired.

Teachers also decide on:

* what background information about the teaching task should be shared with students.
* which state or local standards the teaching task will address.
* whether and how to use an extension activity with the teaching task.

Skills for the Teaching Task

What Skills?

Start by thinking through what skills a student will need to complete the teaching task (a familiar “backward mapping” process for planning instruction).

Some Sample Answers

The LDC design team offers a sample list of skills that teachers can consider and then:

* use without changes.
* use with changes.
* replace with another list based on their judgment about their task and their students.

Try Out the Connections

With a partner, please discuss:

* What skills would a student need to have in order to be able to complete this task?
* How would those skills be sequenced to help students successfully complete the task?

Instruction for Those Skills

Skills and Instruction

Discuss with your partner 1. a prompt for students to address that engages them in the task

|  |  |  |  |
| --- | --- | --- | --- |
| **Skills and Definition** | **Product and Prompt** | **Scoring** | **Instructional Strategies** |
|  |  |  |  |

Modules

Modules are for Sharing

Completed LDC modules can be shared from teacher to teacher, school to school and state to state.

Having a common, clear design approach will allow teachers to search, study, use and revise one another’s teaching ideas.

Modules Contents

* Introductory information on the cover page
* What Task?
* What Skills? (design team sample answers)
* What Instruction? (again, with sample answers)
* What Results? (sample student work)
* Supporting information to help other teachers implement the design

Take a Closer Look

With a partner:

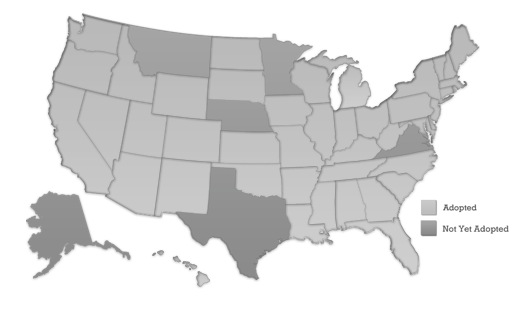
* Review the module template in Appendix D of the *LDC Guide For Teachers.*
* Note some plusses and puzzles below and on the next page.
* Share your thoughts with your table.

|  |  |  |
| --- | --- | --- |
|  | Plusses:  Something that makes sense to you | Puzzles:  Something you want to know more about |
| Introductory Information |  |  |
| What Task? | (We already puzzled this section!) |  |

|  |  |  |
| --- | --- | --- |
|  | Plusses:  Something that makes sense to you | Puzzles:  Something you want to know more about |
| What Skills? |  |  |
| What Instruction? |  |  |
| What Results? |  |  |
| Supporting Information |  |  |

Common Core State Standards

They Are Now Shared By Most States



## [www.corestandards.org](http://www.corestandards.org) July 29, 2011

# **They Set Clear Goals**

## “The Common Core State Standards provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers.”

## www.corestandards.org

# **They Define Literacy in Content Areas**

## “While the English language arts classroom has often been seen as the proper site for literacy instruction, this document acknowledges that the responsibility for teaching such skills must also extend to other content areas.”

## www.corestandards.org

# **And They Offer Great Opportunity!**

## “With the Common Core of Standards, many things now become possible. Because states will be working from the same core, we can create broad-based sharing of what works but, at the same time, provide local flexibility to decide how best to teach the core.”

## – Vicki Phillips & Carina Wong

## *Phi Delta Kappan*, February 2010

Deconstructing a Standard

Writing Standard 1 — Worksheet

**Anchor Standard:** Write arguments to support claims in an analysis of substantive topics or text, using valid reasoning and relevant and sufficient evidence.

| **Grade** | **Standard** | **Change in Expectations** |
| --- | --- | --- |
| **K** | Use a combination of drawing, dictating and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is…). |  |
|  | | |
| **1st** | Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion and provide some sense of closure. |  |
|  | | |
| **2nd** | Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons and provide a concluding statement or section. |  |
|  | | |
| **3rd** | Write opinion pieces on topics or texts, supporting a point of view with reasons.   1. Introduce the topic or text they are writing about, state an opinion and create an organizational structure that lists reasons. 2. Provide reasons that support the opinion. 3. Use linking words and phrases (e.g. *because, therefore, since, for example*) to connect opinions and reasons. 4. Provide a concluding statement or section. |  |
| **4th** | Write opinion pieces on topics or texts, supporting a point of view with reasons and information.   1. Introduce a topic or text clearly, state an opinion and create an organizational structure in which related ideas are grouped to support the writer’s purpose. 2. Provide reasons that are supported by facts and details. 3. Link opinion and reasons using words and phrases (e.g. *for instance, in order to, in addition*). 4. Provide a concluding statement or section related to the opinion presented. |  |
|  | | |
| **5th** | Write opinion pieces on topics or texts, supporting a point of view with reasons and information.   1. Introduce a topic or text clearly, state an opinion and create an organizational structure in which related ideas are grouped to support the writer’s purpose. 2. Provide reasons that are supported by facts and details. 3. Link opinion and reasons using words and phrases (e.g. *for instance, in order to, in addition*). 4. Provide a concluding statement or section related to the opinion presented. |  |
|  | | |
| **6th** | Write arguments to support claims with clear reasons and relevant evidence.   1. Introduce claim(s) with clear reasons and relevant evidence. 2. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating and understanding of the topic or text. 3. Use words, phrases and clauses to clarify the relationships among claim(s) and reasons. 4. Establish and maintain a formal style. 5. Provide a concluding statement or section that follows from and supports the argument presented. |  |
|  | | |
| **7th** | Write arguments to support claims with clear reasons and relevant evidence.   1. Introduce claim(s), acknowledge alternate or opposing claims and organize the reasons and evidence logically. 2. Support claim(s) with logical reasoning and relevant evidence, using credible sources and demonstrating and understanding of the topic or text. 3. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons and evidence. 4. Establish and maintain a formal style. 5. Provide a concluding statement or section that follows from and supports the argument presented. |  |
|  | | |
| **8th** | Write arguments to support claims with clear reasons and relevant evidence.   1. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims and organize the reasons and evidence logically. 2. Support claim(s) with logical reasoning and relevant evidence, using credible sources and demonstrating and understanding of the topic or text. 3. Use words, phrases and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons and evidence. 4. Establish and maintain a formal style. 5. Provide a concluding statement or section that follows from and supports the argument presented. |  |
|  | | |
| **9th and 10th** | Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.   1. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims and create an organization that establishes clear relationships among claims, counterclaims, reasons and evidence. 2. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns. 3. Use words, phrases and clauses to link the major sections of the text, create cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence and between claim(s) and counterclaims. 4. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline. 5. Provide a concluding statement or section that follows from and supports the argument presented. |  |
|  | | |
| **11th and12th** | Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.   1. Introduce precise claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims and create an organization that logically sequences claims, counterclaims and reasons and evidence. 2. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values and possible biases. 3. Use words, phrases and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. 4. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline. 5. Provide a concluding statement or section that follows from and supports the argument presented. |  |

Pause to consider and note your thoughts: What implication do the CCSS have for your discipline and how you teach?

Task Design Method

LDC Task Requirements

* Use exact wording of the *template* task
* Determine if you will use L2 and L3
* Keep the exact *CCR Anchor Standards* listed in the blank module because the alignment is already completed
* Add appropriate *state content standards*
* Provide source *information* for the standards you use
* Use the exact *rubric* listed in the blank module

A Great LDC Teaching Task

* Addresses content essential to the discipline, inviting students to engage deeply in thinking and literacy practices around that issue
* Makes effective use of the template task’s writing mode (argumentation, information/explanation or narrative)
* Selects reading texts that use and develop academic understanding and vocabulary
* Designs a writing prompt that requires sustained writing and effective use of ideas and evidence from the reading texts
* Establishes a teaching task that is both challenging and feasible for students, with a balance of reading demands and writing demands that work well for the intended grade and content

Look a Bit Deeper at the Basic Work Process

* Individually, look over the basic process shown in Chapter 2 of the *LDC Guide for Teachers* and make notes on your questions.
* With a partner, discuss your questions and feel free to add new ones to your notes.
* Expect to get some questions answered right away, and more answered throughout the day.

Check Your Task 2

Check Your Task 2

**Feasibility check:**

* Individually, spend five minutes writing an opening paragraph to your prompt.
* Share with your colleagues.
* If you found it difficult, use the experience to discuss what might need to be adjusted to help students succeed. (If you found it easy, work on completing the rest of your Task 2 template or move on to thinking about Task 7.)
* What did you discover?

[Insert Title]

# [Optional: Insert Art Work]

# Information Sheet for Argumentation Module

|  |  |
| --- | --- |
| Module title: |  |
| Module description (overview): |  |
| Template task (include number, type, level): |  |
| Teaching task: |  |
| Grade(s)/Level: |  |
| Discipline: (e.g., ELA, science, history, other?) |  |
| Course: |  |
| Author(s): |  |
| Contact information: |  |

# Section 1: What Task?

Teaching Task

|  |  |
| --- | --- |
| Teaching task: |  |
| Reading texts: |  |
| Background to share with students: |  |
| Extension (optional): |  |

Content Standards From State or District

|  |  |
| --- | --- |
| Standards source: |  |
| Number | Content StandardS |
|  |  |
|  |  |
|  |  |

COMMON CORE STATE STANDARDS

|  |  |
| --- | --- |
| **READING STANDARDS FOR ARGUMENTATION** | |
| **“Built-in” Reading Standards** | **“When Appropriate” Reading Standards** |
| 1- Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the test. | 3- Analyze how and why individuals, events, and ideas develop and interact over the course of a text. |
| 2- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. | 5- Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., section, chapter, scene, or stanza) relate to each other and the whole. |
| 4- Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. | 6- Assess how point of view or purpose shapes the content and style of a text. |
| 10- Read and comprehend complex literary and informational texts independently and proficiently. | 7- Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words. |
|  | 8- Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. |
|  | 9- Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. |
| **WRITING STANDARDS FOR ARGUMENTATION** | |
| **“Built-in” Writing Standards** | **“When Appropriate” Writing Standards** |
| 1- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. | 2- Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| 4- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. | 3- Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. |
| 5- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. | 6- Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. |
| 9- Draw evidence from literary or informational texts to support analysis, reflection, and research. | 7- Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. |
| 10- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audience. | 8- Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Scoring Elements | Not Yet | | Approaches Expectations | | | Meets Expectations | | | Advanced | |
| 1 | 1.5 | | 2 | 2.5 | | 3 | 3.5 | | 4 |
| Focus | Attempts to address prompt, but lacks focus or is off-task. |  | | Addresses prompt appropriately and establishes a position, but focus is uneven. |  | | Addresses prompt appropriately and maintains a clear, steady focus. Provides a generally convincing position. |  | | Addresses all aspects of prompt appropriately with a consistently strong focus and convincing position. |
| Controlling Idea | Attempts to establish a claim, but lacks a clear purpose. (L2) Makes no mention of counter claims. |  | | Establishes a claim. (L2) Makes note of counter claims. |  | | Establishes a credible claim. (L2) Develops claim and counter claims fairly. |  | | Establishes and maintains a substantive and credible claim or proposal. (L2) Develops claims and counter claims fairly and thoroughly. |
| Reading/ Research | Attempts to reference reading materials to develop response, but lacks connections or relevance to the purpose of the prompt. |  | | Presents information from reading materials relevant to the purpose of the prompt with minor lapses in accuracy or completeness. |  | | Accurately presents details from reading materials relevant to the purpose of the prompt to develop argument or claim. |  | | Accurately and effectively presents important details from reading materials to develop argument or claim. |
| Development | Attempts to provide details in response to the prompt, but lacks sufficient development or relevance to the purpose of the prompt. (L3) Makes no connections or a connection that is irrelevant to argument or claim. |  | | Presents appropriate details to support and develop the focus, controlling idea, or claim, with minor lapses in the reasoning, examples, or explanations. (L3) Makes a connection with a weak or unclear relationship to argument or claim. |  | | Presents appropriate and sufficient details to support and develop the focus, controlling idea, or claim. (L3) Makes a relevant connection to clarify argument or claim. |  | | Presents thorough and detailed information to effectively support and develop the focus, controlling idea, or claim. (L3) Makes a clarifying connection(s) that illuminates argument and adds depth to reasoning. |
| Organization | Attempts to organize ideas, but lacks control of structure. |  | | Uses an appropriate organizational structure for development of reasoning and logic, with minor lapses in structure and/or coherence. |  | | Maintains an appropriate organizational structure to address specific requirements of the prompt. Structure reveals the reasoning and logic of the argument. |  | | Maintains an organizational structure that intentionally and effectively enhances the presentation of information as required by the specific prompt. Structure enhances development of the reasoning and logic of the argument. |
| Conventions | Attempts to demonstrate standard English conventions, but lacks cohesion and control of grammar, usage, and mechanics. Sources are used without citation. |  | | Demonstrates an uneven command of standard English conventions and cohesion.  Uses language and tone with some inaccurate, inappropriate, or uneven features. Inconsistently cites sources. |  | | Demonstrates a command of standard English conventions and cohesion, with few errors. Response includes language and tone appropriate to the audience, purpose, and specific requirements of the prompt. Cites sources using appropriate format with only minor errors. |  | | Demonstrates and maintains a well-developed command of standard English conventions and cohesion, with few errors. Response includes language and tone consistently appropriate to the audience, purpose, and specific requirements of the prompt. Consistently cites sources using appropriate format. |
| Content Understanding | Attempts to include disciplinary content in argument, but understanding of content is weak; content is irrelevant, inappropriate, or inaccurate. |  | | Briefly notes disciplinary content relevant to the prompt; shows basic or uneven understanding of content; minor errors in explanation. |  | | Accurately presents disciplinary content relevant to the prompt with sufficient explanations that demonstrate understanding. |  | | Integrates relevant and accurate disciplinary content with thorough explanations that demonstrate in-depth understanding. |

Scoring Rubric for Argumentation Template Tasks

# Section 2: What Skills?

|  |  |
| --- | --- |
| Skill | Definition |
| Skills Cluster 1: Preparing for the Task | |
| *1. Task engagement* | *Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.* |
| *2. Task analysis* | *Ability to understand and explain the task’s prompt and rubric.* |
| Skills Cluster 2: Reading Process | |
| *1. Text selection* | *Ability to identify appropriate texts.* |
| *2. Active reading* | *Ability to identify the central point and main supporting elements of a text.*  *L2 Ability to identify and analyze competing arguments.*  *L3 Ability to make clarifying connections and/or provide examples.* |
| *3. Essential vocabulary* | *Ability to identify and master terms essential to understanding a text.* |
| *4. Academic integrity* | *Ability to use and credit sources appropriately.* |
| *5. Note-taking* | *Ability to select important facts and passages for use in one’s own writing.* |
| Skills Cluster 3: Transition to Writing | |
| *1. Bridging* | *Ability to begin linking reading results to writing task.* |
| Skills Cluster 4: Writing Process | |
| *1. Claim* | *Ability to establish a claim and consolidate information relevant to task.* |
| *2. Planning* | *Ability to develop a line of thought and text structure appropriate to an argumentation task.* |
| *3. Development* | *Ability to construct an initial draft with an emerging line of thought and structure.*  *L2 Ability to analyze competing arguments.*  *L3 Ability to make clarifying connections and/or provide examples.* |
| *4. Revision* | *Ability to refine text, including line of thought, language usage, and tone as appropriate to audience and purpose.* |
| *5. Editing* | *Ability to proofread and format a piece to make it more effective.* |
| *6. Completion* | *Ability to submit final piece that meets expectations.* |

# Section 3: What Instruction?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Pacing | Skill and Definition | Product and Prompt | Scoring (Product “meets expectations” if it…) | Instructional Strategies |
| Skills Cluster 1: Preparing for the Task | | | | |
| *Day 1* | *1. Task engagement*  *Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.* | *Short Response with Bullets*  *In a quick write, record your first reaction to the task prompt. Add some notes of things you know about this issue.* | *No Scoring* | * *Link this task to earlier class content.* * *Discuss student responses.* * *Clarify timetable and support plans for the task.* |
| *Day 1* | *2. Task analysis*  *Ability to understand and explain the task’s prompt and rubric.* | *Bullets*  *In your own words, what are the important features of a good response to this prompt?* | *No scoring* | * *Share examples of type of text students will produce (either from past students or from professional writers).* * *Identify or invite students to identify key features of examples.* * *Pair students to share and improve their individual bullets.* * *Create a classroom list: Choose one student to share a few ideas on the board, and ask others to add to it.* |
| Skills Cluster 2: Reading Process | | | | |
| *Day 2* | *1. Text selection*  *Ability to identify appropriate texts.* | *Notes*  *For each text, list the needed bibliographic information. Add bullets on why you think the work is credible and/or worthy of study.* | * *Identifies author, title, publisher, date, and any other needed information (for example, the volume for a periodical or the editor for an anthology).* * *Includes reasonable evidence that work is credible and/or worthy of study.* | * *Provide citation guide and discuss why each element of citation is needed.* * *Ask students to brainstorm what makes an author credible and/or worthy of study.* * *Provide access to research sources for students to assess the texts.*   *Note: for an “after researching” task, add teaching and time for students to select the texts they will use.* |
| *Days 2 and 3* | *2. Active reading*  *Ability to identify the central point and main supporting elements of a text.*  *L2 Ability to identify and analyze competing arguments.*  *L3 Ability to make clarifying connections or provide examples.* | *Short reflective entry for each text*  *What is the author trying to accomplish? Which parts of the text show you that?*  *L2 What competing arguments have you encountered or can you think of?*  *L3 What historical or current examples can you note that relate to the task prompt?* | * *Answers questions with credible response.* | * *Invite students to brainstorm ways to figure out any author’s intent.* * *Invite students to share and discuss their answers for each text.* * *After the discussion, allow them to add to their entries.* |
| *On-going* | *3. Essential vocabulary*  *Ability to identify and master terms essential to understanding a text.* | *Vocabulary list*  *In your notebook, list words and phrases essential to the texts. Add definitions, and (if appropriate) notes on connotation in this context.* | * *Lists appropriate phrases.* * *Provides accurate definitions.* | * *After scoring, ask some students to share definitions of terms that others overlooked or misunderstood.* * *After scoring, be willing to provide direct instruction or guide a close reading if needed to work through a key phrase most students missed.* |
| *Day 4* | *4. Academic integrity*  *Ability to use and credit sources appropriately.* | *Definition and strategies*  *Define “plagiarism” and list ways to avoid it.* | * *Provides accurate definition.* * *Lists several appropriate strategies.* | * *Discuss respect for others’ work to assemble evidence and create texts.* * *Discuss academic penalties for stealing others thoughts and words.* |
| *Days 4 and 5* | *5. Note-taking*  *Ability to select important facts and passages for use in one’s own writing.* | *Notes*  *From each text, make a list of the elements that look most important for answering the prompt. Do what you need to do to avoid plagiarism.* | * *Identifies relevant elements.* * *Includes information to support accurate citation (for example, page numbers for a long text, clear indication when quoting directly).* | * *Teach a sample format for note taking.* * *Check that early student work is in the assigned format (or in another format that gathers the needed information effectively).* |
| Skills Cluster 3: Transition to Writing | | | | |
| *Day 6* | *1. Bridging*  *Ability to begin linking reading results to writing task.* | *Bullets*  *In a quick write, note what you know now that you’ve read about \_\_\_\_\_\_\_(content).* | *No scoring* | * *Discussion-based strategies, such as seminar.* * *Small group discussion using question.* |
| Skills Cluster 4: Writing Process | | | | |
| *Day 6* | *1. Claim*  *Ability to establish a claim and consolidate information relevant to task.* | *Opening paragraph*  *Write an opening paragraph that includes a controlling idea and sequences the key points you plan to make in your composition.* | * *Writes a concise summary statement or draft opening.* * *Provides direct answer to main prompt requirements.* * *Establishes a controlling idea.* * *Identifies key points that support development of argument.* | * *Offer several examples of opening paragraphs.* * *Ask class to discuss what makes them strong or weak.* * *Review the list that students created earlier to identify needed elements (from Cluster 1, skill 2).* |
| *Day 7* | *2. Planning*  *Ability to develop a line of thought and text structure appropriate to an argumentation task.* | *Outline/organizer*  *Create an outline based on your notes and reading in which you state your claim, sequence your points, and note your supporting evidence.*  *L2 Include competing argument(s).*  *L3 Include \_\_ example(s) of historical or current connections to topic/issue.* | * *Creates an outline or organizer.* * *Supports opening claim.* * *Uses evidence from texts read earlier.*   *L2 Identifies competing argument(s).*  *L3 Provides appropriate number of sound connections.* | * *Provide and teach one or more examples of outlines or organizers.* * *Invite students to generate questions in pairs about how the format works, and then take and answer questions.* |
| *Days 8 and 9* | *3. Development*  *Ability to construct an initial draft with an emerging line of thought and structure.*  *L2 Ability to analyze competing arguments.*  *L3 Ability to make clarifying connections and/or provide examples.* | *Initial draft*  *Write an initial draft complete with opening, development, and closing; insert and cite textual evidence.*  *L2 Identify competing argument(s).*  *L3 Provide appropriate number of sound connections.* | * *Provides complete draft with all parts.* * *Supports the opening in the later sections with evidence and citations.* | * *Encourage students to re-read prompt partway through writing, to check that they are on track.* |
| *Days 10 and 11* | *4. Revision*  *Ability to refine text, including line of thought, language usage, and tone as appropriate to audience and purpose.* | *Multiple drafts*  *Refine composition’s analysis, logic, and organization of ideas/points. Use textual evidence carefully, with accurate citations. Decide what to include and what not to include.* | * *Provides complete draft with all parts.* * *Supports the opening in the later sections with evidence and citations.* * *Improves earlier edition.* | * *Sample useful feedback that balances support for strengths and clarity about weaknesses.* * *Assign students to provide each other with feedback on those issues.* |
| *Day 12* | *5. Editing*  *Ability to proofread and format a piece to make it more effective.* | *Correct Draft*  *Revise draft to have sound spelling, capitalization, punctuation, and grammar. Adjust formatting as needed to provide clear, appealing text.* | * *Provides draft free from distracting surface errors.* * *Uses format that supports purpose.* | * *Briefly review selected skills that many students need to improve.* * *Teach a short list of proofreading marks.* * *Assign students to proofread each other’s texts a second time.* |
| *Day 13* | *6. Completion*  *Ability to submit final piece that meets expectations.* | *Final Piece*  *Turn in your complete set of drafts, plus the final version of your piece.* | * *Fits the “Meets Expectations” category in the rubric for the teaching task.* |  |

# Materials, references, and supports

|  |  |
| --- | --- |
| For Teachers | For Students |
|  |  |

# Section 4: What Results?

Student work samples

[Include at least two samples of student work at each scoring level.]

Classroom Assessment Task (Optional: May be used as Pre-Test or Post-Test)

|  |  |
| --- | --- |
| Classroom assessment task |  |
| Background to share with students (optional): |  |
| Reading texts: |  |

# Teacher Work Section

Here are added thoughts about teaching this module.

# Appendix

The attached materials support teaching this module.

Task Weaknesses

Can this Task be Saved?

With your crew:

* Look at the sample tasks below.
* Decide what, if anything, is weak with the task.
* After diagnosing all six, try drafting revisions to make each one more effective.

|  |  |  |
| --- | --- | --- |
| **Task** | **Any Weaknesses? What?** | **How Can You Save This Task?** |
| **Task 19:** Can social climbers really move into a new social class? After reading *The Great Gatsby*, *Vanity Fair* and *Limbo: Blue-Collar Roots, White-Collar Dreams*, write an essay that explains how a character succeeded or failed in efforts to move to a higher social class. What conclusions or implications can you draw? Cite at least two sources pointing out key elements from each source. (English III) |  |  |
| **Task 18:** After researching the War of 1812, write a report that explains the impact of the Battle of New Orleans on American presidential elections through 1836. What conclusions or implications can you draw? Cite at least three sources pointing out key elements from each source. (7th Grade U.S. History) |  |  |
| **Task 11:** After researching *Romeo and Juliet* and *Westside Story*, write a report that defines “star crossed” lovers. Support your discussion with evidence from your research. If you had friends who were in love and whose families disapproved, what advice would you give them? (10th Grade English) |  |  |
| **Task 12:** What is the most important challenge you have met? After reading several personal challenge essays on the Internet, write an essay that defines your challenge and explains how you met it. Support your discussion with evidence from your research. (6th Grade Language Arts) |  |  |
| **Task 2:** Where have all the flowers gone? After reading selected anti-war poems and song lyrics, write an essay that addresses the question and support your position with evidence from the texts. (9th Grade Government and Civics) |  |  |
| **Task 3:** After researching your textbook chapters on human anatomy, write an article for students your age that compares two major body systems and argues which one is the most exciting. Be sure to support your position with evidence from the texts. (8th Grade Life Sciences) |  |  |
| **Task 21:** What will it take to raise voter participation? After reading "Where Have All the Voters Gone?” and “Many will mark this election by not voting,” write a legislative proposal that addresses the question and analyzes the best legal changes to increase participation providing examples to clarify your analysis. What conclusions or implications can you draw? (A.P. U.S. History) |  |  |

Build Your Task 2

With your crew:

* If your Task 2 is finished, use the same building process to develop a Task 11.
* Again, try writing an opening paragraph as a test of feasibility.

Project Status

Check and Improve

With your crew, please:

* Compare your tasks to the LDC requirements for tasks, and fix anything that needs repair.
* Compare your tasks to the LDC description of great tasks, and decide if there are any adjustments you need to make.
* Plan how you will do any remaining work you need to do on your two tasks.
* Record your decisions below.

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Grade  Ela  Module 1 | Grade  Ela  Module 1 | Grade  Social Studies  Module 1 | Grade Social Studies  Module 1 | Grade Science  Module 1 | Grade Science  Module 1 | Grade CT/Electives  Module 1 | Grade CT/Electives  Module 1 |
| Module (Title) |  |  |  |  |  |  |  |  |
| Task Number/Type/Level |  |  |  |  |  |  |  |  |
| Module developers (names) |  |  |  |  |  |  |  |  |
| Module Development (dates) |  |  |  |  |  |  |  |  |
| Pilot teachers  (names) |  |  |  |  |  |  |  |  |
| Pilot students  (number) |  |  |  |  |  |  |  |  |
| Pilot (dates) |  |  |  |  |  |  |  |  |
| Scoring of template task (dates) |  |  |  |  |  |  |  |  |
| Module Implementation Reflection and Revision (dates) |  |  |  |  |  |  |  |  |

# **Task/Module Design Calendar**

Our Next Meeting Project

# Our next project

**Project**

* Prepare a two-week reading and writing task aligned to standards specific to a discipline area.
* Become familiar with the argumentative rubric and practice using it to score student work

**Supplies**

* Computer
* Your teaching task
* A copy of *1.0 Guidbook to LDC: Linking Core Content to the Common core State Standards* **(Read chapter 3 before the next workshop.)**
* Your participant materials